

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 325	Instructor:	L. Petruzzi
Unique Number:	61640	Email:	Liana.petruzzi@utexas.edu
Semester:	Spring 2023	Office Hours:	Tuesdays, 2:00pm – 3:00pm Other time by appointment
Meeting Time/Place:	Tuesdays/Thursdays 12:30pm – 2:00pm Zoom	TA:	Meghan French: meghanfrench@utexas.edu

FOUNDATIONS OF SOCIAL JUSTICE

Course Number: SW325

Cultural Diversity Flag

I. STANDARDIZED COURSE DESCRIPTION

This course focuses on recognizing injustice and constructing socially conscious responses to inequity using generalist social work practice. You will gain skills to identify and communicate about inequality affecting various identities and social statuses. You will understand different forms of marginalization by dominant groups and how unequal power relations adversely affect individuals, groups, and communities. You will also learn about frameworks that support discourse about inequity, marginalization, injustice, and exclusion, including the cycle of socialization, the tension between private troubles and public issues, systemic oppression, human rights, and strategies for socially conscious change. You will have the opportunity to explore your role in the promotion of social, racial, and economic justice.

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, you will be able to:

1. Demonstrate familiarity with the history and heritage of marginalized groups in the United States, including familiarity with the impact of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, and intersectional links of oppression.

2. Understand the social construction of difference and how social construction factors into oppression by dominant groups.
3. Analyze basic principles and critiques of various social justice and human rights theories, perspectives, and practices, including, but not limited to, perspectives of anti-racism and anti-oppressive theories, critical theories such as critical race theory, lat-crit and queer-crit, dis-crit, and feminist and narrative theories.
4. Examine anti-racism, centering racialization, using perspectives developed by Black, Indigenous and other scholars of color.
5. Critically examine use of ecological systems theory and strengths-based practice, and analyze factors of these perspectives that support or hinder equity, in the pursuit of social, racial and economic justice.
6. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and other oppressive ideas and actions and suggest strategies for change.
7. Critically examine how experiences of marginalization and oppression are similar and different in countries outside of the United States.
8. Critically examine personal and professional values, cultural perspectives and use of self in ethical, culturally humble, and socially just social work practices and leadership.
9. Identify and apply strategies to mitigate the ways in which historical and current marginalization is manifested in public policy, institutional structures, service delivery (including clinical assessment, planning, and intervention), and social work research.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument (Final Paper), this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Outcome 2.1: Responses demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Outcome 2.2: Responses demonstrate an ability to present themselves as learners and engage clients and constituencies as experts of their own experiences

Outcome 2.3: Responses demonstrate an ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Outcome 3.1: Responses demonstrate an ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Outcome 3.2: Responses demonstrate an ability to engage in practices that advance social, economic, and environmental justice

III. TEACHING METHODS

This course is an online course with asynchronous and synchronous components. *Asynchronous work* is a blend of direct instruction and self-paced individual tasks using online platforms, web resources, and occasionally requiring an activity. You are expected to complete assigned readings, watching, and activities each week. Weekly course work is required and essential for successful completion of this course and is counted as attendance. Canvas will be used for turning in assignments, grading, and communication between students, the instructor, and the TA.

This course is designed to provide you with a meaningful learning environment. You are expected to complete assigned readings, video viewings, and activities prior to each subsequent module. You are expected to participate in class via your discussion posts. Class attendance (based on your discussion posts) and is required and essential for successful completion of this course. This course will use an electronic Canvas site. Canvas will be used for turning in assignments, grading, and communication between students, the instructor, and the TA.

To reach your class site on Canvas, please go to <http://courses.utexas.edu>. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page (www.utexas.edu/its/help) can assist you with your computer and Canvas questions. You can also call them at 512-475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED TEXT AND MATERIALS

SkyePack (digital textbook): Skyepack is an online textbook with reading comprehensive questions. It costs \$35 per subscription.

Instructions:

1. Go to www.skyepack.com
2. Click on “**Create Account**”. Please make sure you are using your **university/school assigned email address**.
3. Skyepack will send you a verification email to the address used to create your account; follow the steps in the email to **Verify Your Account**.
4. Go back to www.skyepack.com, login, and click on “**Channel Guide**” on the left sidebar.
5. Select your school’s channel. (If you do not see this channel, email support@skyepack.com.) You will see the pack for your course listed here.
6. From the drop-down menu on the course pack icon, select “**Add to My Collection**”.
7. Pay the access fee using a debit, credit, or prepaid redemption card from your bookstore.
8. Your course pack will now be available by selecting “**My Pack Collection**” from the left sidebar.

V. COURSE REQUIREMENTS

1. Class Attendance & Participation 10 pts

2. Skyepack Quizzes	14 pts
3. Online Discussion Boards	10 pts
4. Self-Interview	10 pts
5. Collage Portrait	10 pts
6. Collage Reflection	16 pts
7. Framework Analysis	10 pts
8. Advertisement Analysis	10 pts
9. Final Paper (Common Assignment)	<u>15 pts</u>
	100pts

ASSIGNMENTS

1. Attendance & Class Participation

You are required to attend one virtual lecture each week (Thursdays from 12:30pm-2pm). Your attendance will be recorded via the Zoom attendance sheet. **If you need to miss a lecture, please notify the professor as soon as you are aware.** Two absences with make-up work will be allowed per semester. A recording of the class will be made available to you, and you will need to complete a reflection assignment to receive full participation. If you miss 3 or more classes (unexcused absences), you will lose a point per class missed.

2. SkyePack Reading & Review Questions

The SkyePack chapters are built specifically for this class by your instructor and comprise part of the weekly ‘online lecture’ for this class. Therefore, review questions for all the modules are required and you will get 1 point for each module (50% or better is required on quiz questions).

Due date: Class day by midnight.

3. Weekly Discussion Boards

You are expected to respond to a weekly discussion board, which may require watching a video, reading an article, or reviewing a social media account. ***Due date: Check syllabus schedule below, posted by at midnight.***

Responses should be 150-250 words and should summarize observations, reflections, and any new directions or questions about the assigned materials. **Students should also provide at least one response (100-150 words) to a peer’s post on the Discussion Board.** Your individual post and response will each be worth 0.5 points for a total of 1 point per week.

NOTE: Since there are 12 discussion boards, you are expected to respond to at least 10 of the weekly discussion boards and are **given two “freebies”** that you can use at your own discretion during the semester. If you complete all 12 discussion boards, **you will get an additional point added to your final grade.**

4. Self-Interview

Conduct an interview-style initial assessment of your own ideas and attitudes about diversity, privilege, and oppression. An interview guide is provided on Canvas. Make an audio or a video recording of yourself answering the questions in the interview guide. The video submission is approximately 1 hour long. **Due Date: 9/7 by midnight.**

5. Collage Portrait & Gallery

Create a culture storyboard narrating ‘identities’ assigned to you in society and those that may be invisible by illustrating your story with pictures of items that represent those ideas and putting together a collage. Towards the end of the semester, all class collages will be posted in an online “gallery” for you to review and write a reflection (2-pages). **Due Dates: 9/21 & 11/28 by midnight.**

6. Framework Analysis

Choose a social justice framework to analyze two different case examples. **Due Date: 10/5 by midnight.**

7. Advertisement Analysis

We have read and discussed many concepts related to social identities, perception, and reality this semester. We have learned about the social construction of race, class, ability, religion, gender, and sexual orientation, as well as a wide variety of cultural markers. We have also talked about personal value systems and biases and how much our own values influence our thinking about others. In this assignment, you will be asked to apply what you have learned via your own interpretation of an advertisement. Identify an advertisement, conduct a critical analysis, and write a 2-page reflection paper. **Due 11/14 by midnight.**

8. Final Paper

This is a two-part, common assignment used across all social justice courses. It includes 1) a social identity map and positionality statement; and 2) a reflection on a community event. **Due Date: 12/8 by midnight.**

VI. GRADES

10.

11. Note: Social work majors need a final grade of a ‘C’- or above to progress to following courses in the major.

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

This is a remote course with synchronous and asynchronous components. You are responsible for organizing and completing your coursework by the due dates listed on the syllabus and

Canvas. You are responsible for requesting an extension and communicating any university approved accommodations.

Guide for work turned in:

- Your work must be clear. Using format and composition, ensure your work is understandable to readers.
- It also needs evidence of your original thoughts, including elements of critical thinking:
 - Reflection
 - Analysis
 - Acquisition of information
 - Creativity
 - Structuring arguments
 - Decision making
 - Commitment
 - Debate
- You must give credit to outside sources for any materials used in your assignments. Social work uses APA formatting to do this. If you are unfamiliar, or use another system, notify the instructor.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be

impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX REPORTING. Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. Mandatory reporters include faculty, field instructors, staff, and/or teaching and research assistants in their supervisory roles. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu or call 512-471-0419.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

12.IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
8/21	Introduction to Course and Syllabus (asynchronous)	Watch introductory lecture	
8/24	Introductions & Class agreements (synchronous)	Discussion Board: Introduce yourself	
8/29	What's the problem? (asynchronous)	Discussion Board: Heather McGhee Ted Talk OR Bryan Stevenson Ted Talk	Skyepack Module 1
8/31	What's the problem? (synchronous)		Zinn: Ch 1-4
9/5	History of Privilege? (asynchronous)	Discussion Board: Reflection on What is Privilege AND Lillian Medville Ted Talk	Skyepack Module 2 Zinn: Ch 24
9/7	What is Privilege? (synchronous)	<i>Self-Interview</i>	McIntosh: Unpacking the Invisible Knapsack
9/12	Cycles of Socialization (asynchronous)	Discussion Board: History of US Immigration OR Socialization Crash Course	Skyepack Module 3
9/14	Oppression (synchronous)		Miller: Domination and Subordination
9/19	Implicit Bias (asynchronous)	Discussion Board: Systemic Racism Ted Ed OR Shattered Families	Skyepack Module 4
9/21	Racism/ White Supremacy (synchronous)	<i>Collage Portrait Due</i>	
9/26	Structures that Influence Society (asynchronous)	Discussion Board: Watch Housing First (Finland) OR read America's Untouchables	Skyepack Module 5
9/28	Classism/ Capitalism (synchronous)		
10/3	Social Justice Frameworks (asynchronous)	Discussion Board: Watch Justin Baldoni interview OR everyday sexism	Skyepack Module 6
10/5	Sexism/ Heteropatriarchy (synchronous)	<i>Framework Analysis</i>	
10/10	Cultural competence vs. humility (asynchronous)	Discussion Board: Watch Alok on YouTube OR short history of trans activism	Skyepack Module 7

10/12	Homophobia and Transphobia/ Heteropatriarchy (synchronous)		
10/17	Positionality & Intersectionality (asynchronous)	Discussion Board: Watch Intersectionality Ted Talk OR danger of single story	Skyepack Module 8
10/19	Xenophobia (synchronous)		
10/24	Othering & Belonging (asynchronous)	Discussion Board: Watch Let's end ageism OR All of Us Video	Skyepack Module 9
10/26	Ableism & Ageism (synchronous)		
10/31	Awake & Ally (asynchronous)	Discussion Board: Accessibility Tour & Reflection	Skyepack Module 10 & 11
11/2	UT Panel (synchronous)		
11/7	Advocacy (asynchronous)	Discussion Board: Identify an advocacy or activism org, check out their social media and reflect	Skyepack Module 12
11/9	SW Panel (synchronous)		
11/14	Activism (asynchronous)	<i>Advertisement Analysis</i>	Skyepack Module 13
11/16	Organizer Panel (synchronous)		
BREAK: 11/21 and 11/23			
11/28	What are you going to do? (asynchronous)	<i>Collage Portrait Gallery Reflection</i>	Skyepack Module 14
11/30	Final Class & Teacher Evals (synchronous)		
12/4	NO CLASS	<i>Final Reflection Paper Due (12/8)</i>	

X. BIBLIOGRAPHY

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace & Freedom*.

Miller, J. B. (1986). *Towards a new psychology of women*. Boston, MA: Beacon Press.

Zinn, H. (2003). [*A people's history of the United States*](#). New York, NY: Harper Collins.